

The President's Report
Carleton University
1969-1970



Report of the President

In 1960 a rather small number of people, chiefly within universities, were anxiously asking questions about the future of university education. In 1970 a far larger number of people, including many from Government and the general public, are posing questions. Now the questions are different in magnitude and kind from those of ten years ago; they derive largely from what has happened in the last decade.

During the late fifties and early sixties responsible university people were intensely concerned about the need for great expansion in opportunities for higher education. For a time their pleas seemed to make only little impression upon public authorities. In 1962, however a great change came in Ontario when the Provincial Government committed itself to backing a wide university expansion.

The consequent combination of Government support and university initiative resulted in remarkable achievements. In 1959/60 total full-time enrollment in Ontario universities was 29,000; in 1969-70 it was 95,000; graduate enrollment alone rose from 2,800 to 11,950. Carleton did its share developing from a university of 857 full-time students to one of 7,139, in the ten year period.

At the same time university expenditures changed by several magnitudes. In 1960/61 total government grants, federal and provincial, to Ontario universities for operating and capital purposes were \$277 million. In 1970-71 total funds available through the province, with the federal government supplying about half those for operating purposes, totaled \$416 million. The size of the call upon public funds is the chief cause of the new questioning. And it is only natural that members of governments and of the general public are concerned at what has become a heavy competitor for public resources with other important social needs. Concern about growth of expenditures leads to various prescriptions for containing them.

Centralization and Responsibility

According to one current of opinion there should be much more central direction of university affairs on behalf of the public. It is argued by some that only through an agency with detailed directive powers can there be

an avoidance of unnecessary duplication and economies in use of capital and operating resources. In my view much more would be lost than gained by an attempt to set up central administrative control of the complex functioning of fourteen universities.

The concept of autonomous responsibility of the university is much more than a tradition handed down from medieval times. It has just as much sense and importance under modern conditions as it ever did. The history of public and private administrations resounds with the failures of central bureaucracies that have wielded direct control over a variety of activities and units that should have been differentiated. In many areas, both public and private, the trend is towards more decentralized administration and responsibility. Those favouring central direction from above should ponder the sorry state of the university system in France — which is now moving towards a greater institutional autonomy.

Modern universities are complex communities. They differ somewhat one from another. Through their complicated decision making processes they arrive at different solutions and different ways of doing things, creating healthy variations. The spirit of the university and its true effectiveness will be much greater if those within it feel they have the responsibility for making the best decisions within prescribed financial limits.

Academic freedom of individual faculty members can in theory be reasonably assured under a centralized system. But there is a much wider concern. Modern university government with effective faculty and student participation is going to mean little if most significant decisions are taken by some far off external guiding power. The sense of opportunity to decide — with responsibility within given parameters — is essential I believe, to a truly good university. The government on behalf of the public must, of course, make overall decisions about the development of the university system. It has a perfect right to satisfy itself about the use of public funds in general. It will, however, be wise to exercise its responsibilities not by attempting to make detailed decisions for university communities, but by setting clear boundary lines that allow for the greatest possible development of senses of initiative and responsibility within the university communities.

On their side university people must realize that if



their institutions are to maintain a wide measure of autonomy they must also manifest a keen sense of overall responsibility to the society that supports them. This responsibility should be felt and exercised not just by each university as a separate community but by the universities acting collectively. In the sixties there was intense need of development of almost every kind of academic work. In the seventies there will be much greater need for voluntary co-ordination among universities to avoid unnecessary duplication and to work out sensible divisions of labour in meeting perceived needs. Collective action by universities in Ontario has grown considerably during the latter part of the last decade but it will have to develop much further in the years just ahead if more direct controls from outside the system are to be avoided. It should be admitted that concerted action does not always come easily and will require the enlightened participation of a great many university people. But it will be worth great effort because a university system making within itself hard decisions necessary for sensible co-ordination will be a much healthier and livelier system than one having decisions made for it from outside.

Efficiency

According to an even broader current of opinion the vital thing is that universities become more "efficient." As expenditures on higher education rise increasing numbers of commentators assume that universities are wasting resources, and offer proposals for increasing their production performance.

One answer, which I believe, is that broadly speaking Ontario universities are efficient now in the sense that opportunities for learning are good in quantity and kind in relation to the resources available. They are actually too "efficient" in many areas of their work where classes are very large and the application of teaching resources small in relation to the number of students. Satisfaction of students can be low in such situations. On the other hand it can be argued that there is inefficiency in areas where the classes are small and the ratio of students taught, to faculty time involved, is relatively low. But there would be great danger in allocating resources

only according to crude quantitative measures. Perhaps what is being gained by a dozen able dedicated students in a small senior honours class is by some measures at least equal in value to that gained by a hundred in an introductory course. If strict numerical criteria of efficiency were followed students at any university would have to be denied the chance of going deeply into many areas of human thought, and there would be little room for special attention to the really bright determined young people with great possibilities.

At the same time university people must realize themselves that in any institution it is not possible to cover all the outlying territories of knowledge; that there must be careful judgement of our priorities; that care must be taken to use scarce resources to the greatest advantage; and that while a given university cannot cover every avenue a group of universities should be able to cover most.

Graduate Work

Recently graduate studies have become a particular target of questioning. This is partly because of rising expenditures that can be associated with graduate work and partly because of some changes in employment prospects. In some fields in the last two years a surplus of Ph.D's has appeared in the sense that all the new doctors could not find the university or research posts that they had anticipated.

This situation in my view still does not justify a substantial curtailment of graduate work in Ontario universities. The new Ph.D's have much better developed minds because of the opportunity for advanced studies they have had, and society will surely benefit in one way or another; they should have much to contribute and interesting lives to lead even if in not exactly the kind of appointment they had expected. Canada has endured a long period of intense shortage of people with training in many fields of professional and advanced studies. We have managed only because thousands of men and women with highly specialized training came to Canada. Over the last decade our graduate schools have produced only a fraction of the people with doctorates needed to staff even the expanding universities, and

there are still shortages in a number of fields. In the next decade it will surely be better to risk having some surplus of highly trained people who will not find the precise employment for which they have been trained, but may contribute much in other directions. This risk must be preferable to the risk of a continued ignominious shortage of Canadians with the backgrounds to meet Canadian needs in sophisticated fields. We should think very carefully before deliberately deciding to restrict opportunities for higher learning when there are young Canadians fully qualified and eager to take advantage of them.

Resources and Numbers

One can sympathize with members of governments having to make difficult decisions about allocation of resources among areas of great public need including universities. Higher education is clearly not the answer to all the problems of society. But it is important that in public discussion of priorities some basic factors of magnitude and timing not be forgotten. Major university development has come sequentially in the latter part of a great expansion of education resulting from the surge of birth in the late forties and fifties. Now elementary school enrollments are beginning to go down, to be followed before long by secondary school enrollments. Increases in expenditures on school systems have been immense but should now be tapering down. On the other hand university expansion resulting from the period of high birth rate and also from the growing desire and need for higher education should continue for some years. There is much talk about rising university expenditure but the discussants seldom pause to note that in Ontario in the last couple of years the cost per student unit has risen less in universities than in the secondary school system. And costs per unit in universities have been held to much smaller increases than in a number of other fields of public administration. Recently the major factor in rising university expenditure has been not the basic cost but increase in volume. The greater part is attributable to higher enrollments. If it becomes really necessary to constrict allocation of resources to universities or to contain them within certain limits,

consideration should be given to planning and if necessary, limiting of total enrollments.

Between two years ago and next year the rate of university income per student as represented by the value of the formula figure in Ontario will have risen by decidedly less than the general increases in costs — even on the salaries side, taking salary increases in public agencies rather than in some parts of the private sector. If this process continues the resulting squeeze must inevitably have an adverse effect on the quality of education. If universities are forced to deal with more and more students having poorer opportunities for learning, then the total real value to society of the work done by universities can be less than it is today.

The Commission on Post-Secondary Education in Ontario will be studying these and other matters. The answers it provides to these questions will be critically important. We wish it great success.

For the universities in the seventies there should be in any case a reduction, particularly in the latter part of the decade, in the breakneck pace of expansion of recent years. But much thought and effort will have to go to other problems. Good articulation of university resources, human and physical, will be extremely important; methods of learning and teaching need further development; care and good sense will have to be devoted to the application of time and work by the university people and to the matching of efforts to needs. Many new considerations will be brought by the healthy trend toward less rigid programmes of study and wider opportunities for students to work out their own patterns. There will also be need for developing new relations among disciplines and more opportunities for students to explore large questions from different points of view. It is by effective self-examination and internal evolution that universities can demonstrate the importance and worth of their autonomy.

The Year in Retrospect

At Carleton in 1969-70 a good deal of energy was spent in learning to live with the major changes that had gone into effect one year before. Thus, the aura of change

which seemed to be present, was largely the result of what had happened earlier; for the year was, to a large extent, one of adjustment.

The New University Government continued through its second year with the only major problem being a sufficient number of student candidates for the open positions. It is now clear that major governmental changes take longer to be understood throughout the University than we had anticipated. It is, nevertheless, surprising and somewhat discouraging to find that relatively few members of the community were concerned enough to try to become involved in its governing. On this score, as on many others, the University may not be far from the world outside.

Even though students did not assume all the positions available to them at the departmental level, their presence was felt throughout the system, up to and including the Board of Governors. Few will deny that Senate heard some very lively, sometimes sharp debate during the past year. The system, I think, remains flexible and there is little doubt that we can expect greater student involvement which will, in turn, help N.U.G. to achieve its full potential.

In the Faculties

Incoming freshmen took wide advantage of the free choice First Year, which had been introduced in the Faculty of Arts largely through student initiative on Senate and Faculty Board. Students were free to choose any five courses from a list of more than 75 open to them. Simultaneously, an academic counselling service was established and offered during the summer of 1969. From June to registration in September more than 1,100 Arts freshmen were interviewed by faculty advisers with whom they had the opportunity to discuss their academic interests and objectives. It is quite evident that the service filled a valuable function and it will be continued and expanded.

First Year Arts was an extremely active sector with enrollment in it rising by an astonishing 43 per cent. In the University as a whole total First Year registration was up by 32 per cent, a much higher increase than had been expected. The increase in enrollments was most

acutely felt in the Social Sciences, that is, Division II of the Faculty of Arts. In terms of course enrollment the year showed an increase of 46 per cent. By way of example, enrollment quadrupled in the introductory course in Anthropology, doubled in Sociology, and relatively large increases took place in Economics, Geography and Law. With reference to the burgeoning attraction of the Social Sciences the Dean of Arts points out that "Popularity of choice by students does not automatically bring intellectual excellence to the particular disciplines, and in fact it might very well have the opposite effect. The challenge for the Social Sciences is to meet the popularity of their teaching and research with solid contributions to learning."

Relaxing of the requirements of first year curriculum was not restricted to the Arts Faculty. First Year Science students may now, for the first time, take two courses in one subject. Arrangements have been made to provide counselling for them as it is required.

Dean Nesbitt reports further that "Associated with this change, the Faculty of Science has voted to modify its method of promotion at the end of the First Year. The new regulations will attempt to take an overall view of a student's performance and assess his potential for University work. Should he fail to meet the acceptable standards, he may be allowed to repeat his First Year a second time. This decision of the Faculty was in large measure a response to the present state of fluctuation and evolution of the present Grade 13 program of the Ontario High Schools, wherein external examinations have been discontinued and teachers have been given a great deal of freedom in the curriculum and method of teaching to be followed."

Dean George reports that "The Faculty of Engineering during the 1969-70 session conducted a complete review of the undergraduate curriculum, and as a result a modified undergraduate programme was presented to, and adopted by, the Engineering Faculty Board and the Senate. As its principal features, the new curriculum introduces a theme of Engineering synthesis, design, and methodology; reduces the basic core of required courses in the first three years of the programme, and introduces, for the first time, electives; and increases the Engineering content in the first two years. The review reinforced this Faculty's commitment to a broad,



generalized approach to Engineering which is, in Canada, essentially unique.

"The final form of our curricular development in Engineering is not yet clear, but it can be argued that tomorrow's Engineering will be based on four fundamental aspects: a clear and basic understanding of the principles of science, engineering and mathematics which underly applied science; a managerial or systems approach to the organization of technology, resources and information; a deep appreciation of the human goals upon which all technological and scientific activity should be based; and the creative and innovative abilities of man. At Carleton the programme reflects all these aspects; the modes and methods are evolving.

"After a year of operation with an interim programme, the School of Architecture offered both the First and Second years of its new curriculum to students in the 1969-70 session. An additional year of the programme will be offered each succeeding year until the full five-year programme is in operation in the 1972-73 session and the first students will graduate in June, 1973."

The Library

During this past year the appointment of Mr. Geoffrey Briggs as University Librarian was announced. Mr. Briggs came to Carleton from the University of Calgary. He succeeded Miss Hilda Gifford who served as the University Librarian from 1948-1969. The University is indeed fortunate that Miss Gifford will continue her association with the Library as Collection Librarian. The excellent leadership Miss Gifford gave to the Library in its formative years will long be remembered.

Carleton is one of the four large or medium sized universities in Canada which supports its library to the extent of allotting 10 per cent or more of its funds for library purposes.

It is the concern of the Librarian and his staff that as great a percentage of its funds as possible should be used to purchase books and provide readers with essential services.

During the past year the Librarian and his staff have been closely examining the essential services which they provide with a view to determining their relative

costs and importance.

Mr. Briggs describes his task as follows: "We are most of us, I think, agreed that a library needs some sort of catalogue. Should it be a bare finding list, a full bibliographical tool with all its complexities, or a compromise? Is the gain in usefulness of a full catalogue significant when measured against the cost of its production and the increasing availability of bibliographical aids produced by outside organizations? Have different groups of users such different needs that these can be separately treated with resultant general economies and more appropriate service? To what degree can specialist librarians be regarded as an improvement on a file of cards when it comes to searching for information, as opposed to merely finding a book or periodical? Can these individuals play a still more important role in the educational function of a university library, namely, that of teaching successive generations of students how to seek information intelligently and successfully? We hope that an examination of these needs, coupled with a knowledge of the mechanical techniques of data handling now available, will help us to make decisions which will enable the Carleton University Library to serve the university better during the next few years".

The Librarian's comments have special significance in the context of the current growth rate of the Library. The total holdings of the Library as of June 30, 1970, were 585,508 items, some 20 per cent more than one year earlier when holdings totalled 486,312 items.

Total holdings this year include 434,404 volumes of books, monographs, and bound periodicals, etc., 7,336 current subscriptions to periodicals, newspapers, annuals, and government documents and 138,549 microform items.

Circulation increased over the past year by 24 per cent in the MacOdrum Library and by 15 per cent in the St. Patrick's Library.

Enrollment

Full-time student registration increased this year by almost 20 per cent. Seven thousand and thirty-seven full-time students were enrolled, with another 5,037 taking courses on a part-time basis. In addition, the



summer session of 1969 attracted 3,917 students.

Among undergraduate degree programmes, the largest increase was in Arts on the Rideau River campus, which rose by 26.5 per cent; Science followed with an increase of 12 per cent.

In the Faculty of Graduate Studies, enrollment totalled 701 and was broken down as follows: Arts (396); Science (127); Engineering (78); and School of Social Work (100). These figures were further augmented by 454 part-time graduate students.

Finances

For this year the operating aspect of Carleton's finances was healthy. The heavier than anticipated enrollment brought in extra funds under the operating grant formula that enabled us to meet immediate extra expenses associated with the larger number of students, and to replace some items that it had been necessary to omit from the budget as originally drawn for the year. On the other hand the staff student ratio increased and many classes were too large.

The capital picture, again as last year, remains less than optimistic. I expressed the hope in my report last year that the final capital formula, which we were then awaiting with anticipation, be more generous than the stringent interim formula by which we had been governed for the year. We continue to have our capital needs assessed according to an interim formula although it has been modified somewhat. We have, over the year, spent a good deal of time and energy in re-assessing space needs and it is clear space is becoming an increasingly scarce resource in Ontario Universities. We await a final capital formula with less optimism than a year ago, and with as much concern that in its final form it will recognize an increasingly critical need for space.

Construction and Planning

Residence facilities at the University were effectively doubled in the past year with the fall opening of Glegg House. Its accommodation for 682 students pro-

vide in total 1,317 resident places, along with a new cafeteria and common rooms for the Residence students.

The University Administration occupied their new six storey building in time for the fall term. For the first time in many years administrative activities of the university are centralized in one location.

Work continued on the University Centre and was commenced on the Arts I Tower. The former should be ready for Fall 1970, while the latter is proceeding on a tight schedule and with great speed toward completion for the fall of 1971.

Generosity

It is encouraging to report that Carleton continues to receive strong support from an ever increasing number of individuals and companies in Ottawa and throughout Canada. During the past academic year we received gifts and bequests totalling \$324,240 plus a further 1,082 pledge payments totalling \$159,073.

Several special funds have been created over the past few years, including the School of Architecture Founding Fund and the School of Journalism Fund. The Carleton University Centre Building Fund—a special capital campaign—has received 1,257 gifts totalling \$181,934.60.

Convocations

During the year, 1,510 students were awarded degrees, diplomas, and certificates at the University's four convocation ceremonies. The first convocation, in the Fall, honored Dr. John E. Robbins for his contribution to education and Dr. Frederick J. Alcock for his work as a geologist. The convocation marked the twenty-fifth anniversary of the first convocation at Carleton College.

On May 22 and 23, at three Spring convocations, honorary doctorates were awarded to three outstanding Canadian scholars: Dr. Harry G. Johnson, Professor of Economics at the University of Chicago and the London School of Economics; Dr. Bert Migicovsky, Director-General of the Research Branch, Department of Agriculture; and Dr. Barker Fairley, Professor Emeritus of

German at University College, Toronto.

Spring Convocation was marked this year by three exceptional addresses. Dr. Johnson's strong statement for a contemporary internationalism on the part of Canadians was both incisive and stimulating. Dr. Migicovsky treated science and public policy eloquently. Professor Fairley, at the St. Patrick's ceremony, spoke of the place of university education in the overall life of the individual with affection and wisdom.

The Bursar's Office

At the beginning of the 1969-70 year, Mr. Frederick J. Turner resigned as Bursar and was succeeded by Mr. Albert B. Larose. Mr. Turner, who joined Carleton in 1949 as the University's second Bursar, will be sorely missed. Carleton will long be indebted to this man who contributed untiringly to the University's development through his expertise both in finance and in human relations.

A new structure for the Bursar's Office was realized with the appointment of Mr. D. A. Bone, formerly of the University of Alberta, as Director of Administrative Services. There are now four directors who report to the Bursar and who are responsible for the following areas: Finance; Administrative Services; Computing Centre; and Planning and Construction.

Changing Faces

A number of important senior faculty appointments were made to posts of full professorship, effective July 1, 1970, including: Dr. Robert D. R. Aulotte (French); Mr. Robert Dobbie (Religion); Mr. G. Herzberg (Physics); Dr. I. A. Litvak (Economics); Dr. Katharina Mommsen (German); Mr. W. J. Rainbird (Engineering); Mr. Radoslav Selucky (Political Science); Dr. Leroy Stone (Sociology and Anthropology); Dr. J. L. Verbeek (Chemistry); and Dr. Edwin G. West (Economics).

Dr. Frank H. Underhill, one of Canada's most distinguished scholars, and a member of Carleton's Department of Political Science, was made Professor Emeritus — one of the three emeriti professorships at the University.

This year the Board of Governors welcomed to its membership Dr. W. G. Schneider, Dr. Jean Sutherland Boggs, Mr. C. Edward, Mr. H. Soloway, Mr. P. Juneau, and Miss Ruth Richards, who was elected as a nominee of the Alumni Association.

It was with a great sense of loss that the Board learned of the death of Governor C. Fraser Elliott, who joined the Board in 1945. It was with regret that the Board accepted the resignations of five individuals who have contributed significantly to the University's growth: Mrs. A. H. Zimmerman; Mr. A. M. Laidlaw; Mr. C. H. Everett; Mr. A. B. R. Lawrence; and Mrs. E. D. Fulton.

A. D. Dunton
President and Vice-Chancellor

REPORTS



Carleton University (incorporated without share capital under the laws of Ontario)

Balance Sheet

Year ended June 30, 1970 (with comparative figures at June 30, 1969)

Assets

	1970	1969
Current funds		
Cash	\$ 4,917	\$ 3,537
Temporary investments	975,000	2,400,000
Accounts receivable	521,385	289,506
Bookstore inventory, at cost	256,785	160,209
Prepaid expenses and supplies	145,809	121,145
Faculty mortgages receivable	299,862	257,196
Due from endowment, plant and loan funds	2,216,374	25,809
	4,420,132	3,257,402
Deficit	33,116	47,920
	\$ 4,453,248	\$ 3,305,322
Endowment funds		
Investments, (quoted market value 1970, \$984,989; 1969, \$1,100,862)	\$ 1,073,657	\$ 1,069,122
Accrued interest on investments	10,795	9,145
Other investments, at par value	300,000	300,000
Due from trustee	15,442	3,950
	\$ 1,399,894	\$ 1,382,217
Plant funds		
Property, plant and equipment, at cost	\$ 4,280	\$ 5,350
Due from current funds	73,960,753	64,029,879
		458,605
	\$73,965,033	\$64,493,834
Loan funds		
Cash	\$ 2,402	\$ 1,188
Loans receivable	131,874	149,566
Investments (quoted market value 1970, \$118,933; 1969, \$114,833)	113,779	104,687
Due from current funds	9,226	
	\$ 257,281	\$ 255,441

Liabilities

	1970	1969
Current funds		
Bank advances	\$ 324,898	\$ 121,993
Accounts payable and accrued liabilities	2,356,803	1,374,132
Unexpended specific research grants	774,324	612,723
Deferred academic fees	315,641	206,727
Students funds held in trust	61,107	
Deposits on residence accommodation	63,280	46,100
Unexpended restricted current funds	524,480	327,425
Due to loan and plant funds	9,226	458,605
	4,429,759	3,147,705
Deferred net income on ancillary enterprises	23,489	157,617
	\$ 4,453,248	\$ 3,305,322
Endowment funds		
Due to current funds	\$ 24,792	\$ 23,800
Net profit on sale of securities	16,395	20,172
Endowment funds equity	1,358,707	1,338,245
	\$ 1,399,894	\$ 1,382,217
Plant funds		
Mortgages payable	\$ 5,471,131	\$ 2,820,535
Advances on mortgage		2,094,628
Debentures payable	40,100,322	36,368,798
Students funds held in trust — University Centre	61,397	196,959
Due to current funds	2,191,582	
Plant funds equity	26,140,601	23,012,914
	\$73,965,033	\$64,493,834
Loan funds		
Due to current funds		\$ 2,009
Loan funds equity	\$ 257,281	253,432
	\$ 257,281	\$ 255,441

A.B. Larose, *Bursar*

J.K. Kettles, *Director of Finance*

Statement of Income and Expenditure and Deficit

Year ended June 30, 1970 (with comparative figures for 1969)

	1970	1969
Income		
<i>Operating</i>		
Student academic fees	\$ 4,547,024	\$ 3,723,172
Government grant for general purposes	14,663,309	11,452,611
Miscellaneous	107,815	76,939
	\$19,318,148	\$15,252,722
<i>Other</i>		
Government grant for interest on debentures	\$ 2,189,067	\$ 1,548,190
Sponsored or assisted research funds	1,663,661	1,438,745
	\$23,170,876	\$18,239,657
Expenditure		
<i>Operating</i>		
Academic	\$12,752,058	\$ 9,533,463
Library	2,040,206	1,706,354
Administration	1,425,908	1,192,359
Operation and maintenance of property	2,165,142	1,833,081
Miscellaneous	535,523	444,924
Extraordinary	384,507	50,854
	\$19,303,344	\$14,761,035
<i>Other</i>		
Interest on debentures	\$ 2,189,067	\$ 1,548,190
Sponsored or assisted research funds	1,663,661	1,438,745
	\$23,156,072	\$17,747,970
Excess of income over expenditure for the year	\$ 14,804	\$ 491,687
Deficit at beginning of year	47,920	539,607
Deficit at end of year	\$ 33,116	\$ 47,920



Benefactions Received

Capital Gifts

Building and Development Campaigns	\$234,956
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Endowment Gifts

R. Blair Fraser Journalism Memorial Award	62
J. Lansing Rudd Estate	400
Daisey E. Taylor Estate	20,000

Unrestricted Gifts

The David and Rachel Epstein Foundation	23,250
Francis C.C. Lynch Estate	13,279
Association of Professional Engineers	1,999
Friends of Carleton	7,915
Omar G. Armstrong Estate	1,500

Gifts for Student Aid

Scholarships

J. P. Bickell Foundation Scholarships	\$4,500
Alcan Scholarship	800
Army, Navy & Air Force Veterans in Canada (Ottawa Unit) Centennial Scholarships	500
Blok-Lok Limited — Architecture	250
Canadian Public Relations Society Centennial Scholarships	200
Clendinnen Scholarship in Biology	100
Lord Dundonald Chapter (I.O.D.E.)	150
William “Bill” Dumsday Memorial	250
Engineering Institute of Canada	300
Gerber Baby Food	400
Roderick C. McDonald Memorial	300
Institute of Chartered Accountants of Ontario	300
International Nickel Company	4,800
Dr. Harry Katznelson Memorial	100
The Leonard Foundation	1,450
Lithwick, Lambert, Sim and Johnston	300
Chalmers Jack Mackenzie	500
Maclean-Hunter Publishing Award in Journalism	1,000
Dr. Frederick William Charles Mohr	8,201
National Press Club of Canada Scholarship in Journalism	541
Oblate Fathers	4,000
The Ottawa Citizen	1,200
The Ottawa Citizen Scholarship in Journalism	1,200
Professional Engineers Foundation for Education	750
The Association of Professional Engineers of Ontario	500
James H. Rattray Memorial	500
Reader's Digest Fellowship in Journalism	535
Regent Vending Machines Limited	200
Regent Vending Machines Limited Centennial	150
Riddell, Stead, & Company	500
Thomson Award for Reporting	300
William Teron Scholarship in Architecture	1,200
Thorne, Gunn, Helliwell & Christenson	700
Touche, Ross & Company	250
University Women's Club of Ottawa	500
James E. Whenham	200
Women's Residence Association	150

Bursaries

Gretta Boyd Memorial Bursary	100
Altrusa Club of Ottawa	100
Army, Navy, Air Force Veterans Ottawa Unit	300
Arts Undergraduate Society Bursary Fund	400
ATA Trucking Industry Educational Foundation Bursary Fund	1,700
Atkinson Charitable Foundation Bursary Fund	5,600
J. P. Bickell Foundation	2,250
Beta Sigma Phi Sorority	250
Birks Family Foundation	1,000
Carleton University Maintenance Staff Corporation House Limited Bursary	100
Countess of Ashburnham Chapter (I.O.D.E.) Bursary	250
Doran Bursary in Engineering	100
Engineers' Wives Association	250
Falkland Chapter (I.O.D.E.) Bursary	400
C. A. Fitzsimmons and Company Limited Bursary	100
Mary C. Grant Bursary (Laurentian Chapter) I.O.D.E.	150
The Gyro Club	500
Hydro Electric Power Commission of Ontario	500
IBM-Thomas J. Watson Memorial Bursaries	1,500
Knights of Pythias, Aurora Lodge No. 53 Bursary	100
Lions Club of Ottawa (South) Incorporated	400
Litton Systems (Canada) Limited Bursaries	300
M. Loeb Limited — I.G.A. Bursaries	2,500
Caro Murray Bursary (Earnscliffe Chapter) I.O.D.E.	250
National Printers Limited	250
John S. Nelson Bursary	600
Charles Ogilvy Limited	1,000
John T. O'Manique	500
Powell River News	100
James H. Rattray Memorial	500
J. Lansing Rudd Bursary	225
St. Patrick's Ladies Auxiliary	250
South Ottawa Kiwanis Club	500
South Ottawa Kiwanis Club — Ladies Auxiliary	100
Steel Company of Canada Limited	4,000
United Appeal — School of Social Work	2,500
Wild of Canada Limited	250

Prizes

American Society for Metals Prize in Engineering	25
B'nai B'rith Awards	100
Brais, Frigon, Hanley, Brett & Minty School of Architecture Prize	150
Brais, Frigon, Hanley, Brett & Minty Engineering Prize	150
Canadian Institute of Mining and Metallurgy (Ottawa Branch) Prize	150
Chartered Institute of Secretaries Prize	25
Chemical Institute of Canada	25
Clarkson, Gordon & Company Prize	100
Wilfrid Eggleston Prize in Journalism	150
Engineering Institute of Canada Prizes	300
V. A. Ewing Memorial Prize	100
Faculty Club Prize	50
Lilian I. Found Prize for Poetry	50
H. Cari Goldenberg Book Prize	25

Journalism Writing Style Book Prize	25
Sorrel H. Koven Award	250
Alan Larocque Prize in Mathematics	15
National Council of Jewish Women award in History	100
National Council of Jewish Women award in Psychology	100
Saga Residence Award	440
Roodman Book Prize	25
Elizabeth White Memorial Prize for Zoological Collection	35
Wild of Canada Limited	Drawing Instruments
Society of Chemical industry Award	Subscription
Mrs. George S. Abbott Memorial Prize in Law	Subscription
American Society H.R.A.E. Prizes	100
International Nickel Company of Canada Limited Award in Journalism	Typewriter

Student Aid from Endowment Funds

Scholarships

Charles Anthony Blundell Betts Memorial Scholarship in Physics	\$ 450
Donald William Buchanan Scholarship	450
D. Roy Campbell	500
Naomi Cook Scholarship	250
W.H. Cramm Scholarship	200
Dobbie Regional Entrance Scholarship	2,800
Blair Fraser Memorial Award	125
C.V. Hotson Memorial	100
Duchess of Connaught (Laurentian Chapter) I.O.D.E.	350
Gavin Scott Macfarlane Memorial	200
Ottawa Woman's Club	225
Ottawa Women's Canadian Club War Memorial	100
J. Lansing Rudd Scholarship	300
Mercy Neil Southam Entrance	2,125
Irene Gertrude Stitt Scholarship	1,600
Jacob Freedman Scholarships	800
L.N. Wadlin Scholarship in Mathematics	225
Hume Wrong Scholarship	225
Jennie Shibley Cramm	200

Bursaries

Ottawa Citizen War Services Committee	125
Ottawa Superfluity Shop Bursaries	300
The Phillips Bursary	200
Abraham and Mary Shaffer Bursary	500
Ormond M. Stitt Bursary	1,400
Honourable Cairine Wilson	200
R.A. Beamish	250
Nathan Braham Bursary	300
Edward Godfrey Carty Bursary	300
Maurice Frederick Carty Bursary	300
Isabella Ellen Taylor Memorial Bursary	1,000
I.O.D.E. Philemon Wright Chapter	75

Prizes

Dr. M. Ralph Berke Prize in Chemistry	25
D.F. McKechnie Prize in Accounting	Book Prize
Wilgar Memorial Prize in English	Book Prize
Kenneth R. Wilson Memorial Award	300
Lynda Gail Malin Memorial Award	300
Kingston Whig-Standard Award in Reporting	250

Report of the Registrar for 1969-1970

Full-time Enrolment	7,139
Part-time Enrolment	5,037
Summer School Enrolment	3,917

Degrees, Diplomas, and Certificates Awarded, November, 1969, and May, 1970 (Rideau River and St. Patrick's Campus combined):

Geographic Origins of full-time students (Rideau River and St. Patrick's Campus combined):

Canada	6,664
Other North America	84
Europe	46
Africa	43
Middle East	11
Asia	133
Australasia	5
West Indies	50
South America	103

First Degrees

Bachelor of Arts*	786
Bachelor of Arts (with Hon.)	171
Bachelor of Commerce*	26
Bachelor of Engineering	64
Bachelor of Journalism	34
Bachelor of Science	90
Bachelor of Science (with Hon.)	66
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	1,237

Postgraduate Degrees

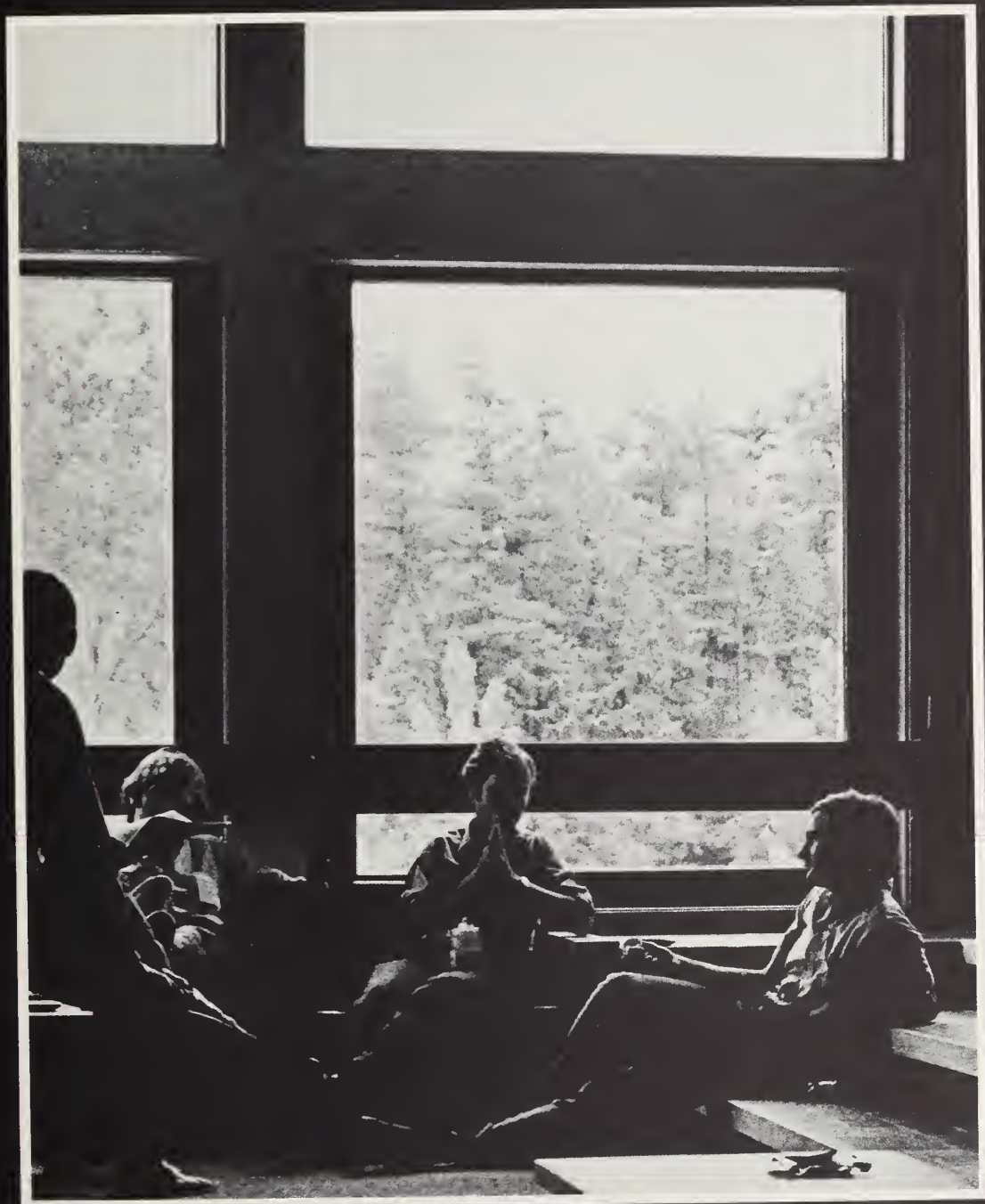
Master of Arts	112
Master of Engineering	23
Master of Science	32
Master of Social Work	43
Doctor of Philosophy	12
	<hr/>
	222

Diploma in Public Administration	35
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Certificate in Public Service Studies	16
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Total	1,510
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*including, at St. Patrick's Campus, 191 Bachelor of Arts, and 6 Bachelor of Commerce



Carleton University

Ottawa, Canada